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ABSTRACT

This bibliography describes books and articles designed to help English language arts teachers plan instructional goals, write behavioral objectives, and evaluate student performance. In addition, materials are included which discuss the pros and cons of behavioral objectives and related efforts at accountability. This bibliography contains all of the most relevant documents on behavioral objectives in English that were produced during the height of the behavioral objectives movement, and therefore includes documents which argue both for and against the use of behavioral objectives. (Author)

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A SELECTED ANNOTATED BIBLIOGRAPHY

ON

BEHAVIORAL OBJECTIVES IN THE ENGLISH LANGUAGE ARTS*

(Elementary and Secondary)

By

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Research Assistant
August 1974

This bibliography contains books and articles designed to help English language arts teachers plan instructional goals, write behavioral objectives, and evaluate student performance. In addition, materials are included which discuss the pros and cons of behavioral objectives and related efforts at accountability.

Airasian, Peter W. "Behavioral Objectives and the Teaching of English." English Journal 60(April 1971): 495-99. [EJ 037 502].

Intended as a response to Hans P. Guth (English Journal, September 1970), this article examines two facets of behavioral objectives in teaching secondary English: objectives as value judgments, and objectives as behavioral statements of outcomes.

Behavioral Objectives Language and Literature Grades K-12. Little Rock, Ark.: State Department of Education, 1970.

Consists of a series of carefully phrased behavioral objectives in the cognitive and affective domains which can be used to plan the content and assess the accomplishments of courses in language and literature in grades K-12.

Brown, Arthur. "'What Could Be Bad?' Some Reflections on the Accountability Movement." English Journal 62(March 1973): 461-63. [EJ 081 163].

Characterizes the mechanistic orientation of the accountability movement as essentially conservative, clothed in the trappings of superficial humanism, and designed to achieve the same goals that educational reformers have been castigating for over half a century.

Colflesh, Madeline. Curriculum Guide for Non-English Speakers, Grades 9-10. West Chester, Pa.: West Chester School District, 1972. [ED 071 521; 51p.]

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Describes an individualized English program for Spanish-speaking students aged 14 through 17, but it can be adapted for speakers of other languages. Contains 36 lessons designed for all ability levels, except those classified as retarded educable.

Dieter, Lynn. "Behavioral Objectives in the English Classroom: A Model." English Journal 59(December 1970): 1259-62, 1271. [EJ 030 131].

Presents a unit on character analysis in Shane using behavioral objectives; these objectives are useful as a model for studying other novels.

Dieterich, Daniel J. "Performance Contracting: Pot of Gold? or Pandora's Box?" English Journal 61(April 1972): 606-14. [EJ 057 034].

Contains a lengthy discussion on performance contracting and includes an annotated bibliography of twelve documents on the subject.

Drumheller, Sidney J. Teacher's Handbook for a Functional Behavior-Based Curriculum: Communicable Models and Guides for Classroom Use. Englewood Cliffs, N.J.: Educational Technology Publications, 1972. [ED 067 854; 125p.].*

Holds that the learner does not progress by blindly mastering a series of isolated behaviors and fitting them together into a functional whole, as most schools and teachers conceptualize using behavioral objectives. Rather, the learner attempts to perform the prescribed behavior, identify his shortcomings, and shape his deficiencies within the framework of the desired performance.

Ebel, Robert L. "Behavioral Objectives: A Close Look." Phi Delta Kappan 52(November 1970): 171-73. [EJ 027 821].

Briefly traces the origin and history of behavioral objectives and cites some limitations of stated objectives.

Farrell, Edmund J. "Performance Contracting: Some Reservations." English Journal 61(April 1972): 560-64. [EJ 055 885].

Questions the language and practices associated with performance contracting, stating that the term "accountability" is an invention of government and industry and may be inappropriate when applied to educational needs.

Goldberg, Maxwell H. Cybernation, Systems, and the Teaching of English: The Dilemma of Control. Urbana, Ill.: National Council of Teachers of English, 1972. [ED 067 689; 70p. Also available from NCTE. Stock No. 01321, $2.25 nonmembers, $2.00 members].

Attention is focused on human goals and human style in the face of present and anticipated developments in the computer-based technologies as they relate to English education. The implications of two hypotheses are discussed: that learning systems are not necessarily a threat to the teaching of English, and that learning systems may in fact serve as allies of English teaching.

Guth, Hans P. "The Monkey on the Bicycle: Behavioral Objectives and the Teaching of English." English Journal 59(September 1970): 785-92. [EJ 023 974].

Argues that the goals of teaching English are larger and more obscure than simple skills that can be measured in terms of pages read with comprehension in a given time limit.

Hartzog, Elizabeth, and others. Models of Behavioral Objectives for Secondary Language Arts. Jacksonville, Fla.: Duval County Board of Public Instruction, 1969. [ED 052 176; 56p.].

Offers models as guides for language arts (English) departments involved in writing behavioral objectives, providing a variety of suggestions and information for language arts teachers. The models for both junior and senior high schools are presented in terms of goals, instruction, activities, and evaluation.

Hoetker, James, and others. Systems, Systems Approaches, and the Teacher. Urbana, Ill.: National Council of Teachers of English, 1972. [ED 065 868; 54p. Also available from NCTE. Stock No. 04970, $1.75 nonmembers, $1.60 members].*

Contains a model of a general strategy for evaluating and responding to proposals that particular instructional systems be adopted for the classroom. Keyed to this model are specimen sets of questions for teachers, administrators, systems experts, and contractors with answers which will help teachers make decisions at points specified in the model. Chapters include "Definitions, Problems, and Challenges," "The Nature of Systems Proponents and Proposals," and "A Model for Meeting the Challenge." Questions to accompany the model, a bibliography on systems, and a model of teachers' responses to educational systems technology are appended.

Hook, J. N., and others. Representing Performance Objectives for High School English: A Guide for Teaching, Evaluating, and Curriculum Planning. New York: Ronald Press Company, 1971. [ED 070 091; 230p.].*

Lists and discusses representative performance objectives for secondary school English. This book is intended for use by high school teachers in planning units and lessons, for consideration by departments revising or rewriting an existing curriculum, and for discussion by preservice teachers in college methods classes and by groups of inservice teachers. The sample performance objectives are described in relation to particular areas within the curriculum, e.g., writing, mass media, and language.

House, Ernest R., and others. "An Assessment of the Michigan Accountability System." Phi Delta Kappan 55(June 1974): 663-69.

Examination of the state-wide accountability program in Michigan reveals several defects in the plan, particularly in the assessment component.

Kansas English: The Bulletin of the Kansas Association of Teachers of English 57(December 1971): 3-35.

Contains five articles presenting questions and arguments about behavioral objectives in secondary English. The articles include "Behavioral Objectives and the Teaching of English" by Robert Blake, "Lucy's Dance Lessons and Accountability in English" by Robert Zoellner, "From the State Specialist's Desk" by Lois Caffyn, "From a Reading Desk" by Tom Hemmens, and "Our Experience with Behavioral Objectives" by Louis Kaupp and Ken McCormic.

Kirkton, Carole M. "A Reference Shelf for Curriculum Planning, Part III: Behavioral Objectives." English Journal 60(January 1971): 142-50. [EJ 033 005].

Contains an annotated bibliography of materials on behavioral objectives, including several items from the field of English.

Klingberg, Gote, and Agren, Bengt. Objectives Stated for the Use of Literature at School: An Empirical Analysis, Part 1. Sweden: Gothenburg School of Education, 1971. [ED 059 215; 229p.].

Presents a theoretical basis for literary education through goal analyses. The object of the analyses is to obtain clearer formulations of the subgoals of instruction with the help of literature, and to arrange them in logical sequence. Using 79 sources from 12 countries, an empirical study was made, and goal descriptions were formulated and classified according to content and student behavior type. The main groups of goals include aesthetic goals, ethical-social goals, language-oriented goals, logic-oriented goals, manual goals, goals of mental hygiene, and nature- and technology-oriented goals.

Krathwohl, David R., and others. Taxonomy of Educational Objectives: The Classification of Educational Goals, Handbook II: Affective Domain. New York: David McKay Company, Inc., 1964.

The two sections of this handbook provide the rationale and philosophy for developing a taxonomy of educational objectives in the affective domain, and contain a complete and detailed description of the categories and subcategories of the affective domain, presenting illustrative objectives and test items for each category.

Lieberman, Myron, ed. Phi Delta Kappan 52(December 1970): 193-243.

This guest-edited, special issue of Phi Delta Kappan contains eight articles examining different aspects of educational accountability.

Lindley, Daniel A., Jr. "Some Notes on Behavioral Objectives for English." NEATE Leaflet 70(February 1971): 20-23. [ED 051 224; 4p.].

Discusses the need in English for short-range goals and carefully worded statements of behavioral objectives designed to change teacher behaviors.

Liverette, Rudy H. "Getting Clear about Behavioral Objectives." English Journal 63(March 1974): 46-52.

Concludes that the behavioral objectives movement in its currently promoted form is less science than scientism and fails as a means for determining whether the objectives of teaching have been achieved.

Mager, Robert F. Developing Attitude toward Learning. Palo Alto, Calif.: Fearon Publishers, Inc., 1968. [ED 036 494; 104p.].*

Examines some of the principles teachers can use to positively influence their students' attitudes toward learning and provides techniques for evaluating the results.

Mager, Robert F. Preparing Instructional Objectives. Palo Alto, Calif.: Fearon Publishers, Inc., 1962. [ED 018 143; 62p.].

This programed text includes a self-test of its contents and demonstrates how to specify instructional objectives by behavior observable in the learner, write objectives, define desired terminal behavior, and state criteria of successful learning.

Maloney, Henry B., ed. Accountability and the Teaching of English. Urbana, Ill.: National Council of Teachers of English, 1972. [ED 062 344; 174p. Also available from NCTE. Stock No. 00055, $2.95 nonmembers, $2.65 members].*

The six sections contain articles exploring the issues relating to behavioral objectives. The opening section discusses the goals underlying the behaviorist approach to teaching English; section two examines the ends that can be achieved by well-written objectives; section three expresses concern about systems approaches and reservations about teacher accountability; section four consists of a report by Donald Seybold and a paper by Robert Zoellner; section five is an epilogue by James Squire stating humanistic goals of English; and the final section is a bibliography.

Maloney, Henry B., ed. Goal Making for English Teaching. Urbana, Ill.: National Council of Teachers of English, 1973. [ED 082 193; 108p. Also available from NCTE. Stock No. 02437, $3.95 nonmembers, $3.60 members].*

Originally presented at a series of NCTE spring institutes on the topic "Behavioral Objectives/Humanistic Goals: Bridging the Gap," the essays in this monograph are divided into four sections. Section one contains personal credos on the goals of English teaching. In section two an American behaviorist's argument in favor of behavioral objectives is responded to by a British alumnus of the Dartmouth conference. The two papers in section three are by poets, the practicing humanists. The last section contains statements on the issue of bridging the gap.

Maxwell, John, and Tovatt, Anthony, eds. On Writing Behavioral Objectives for English. Urbana, Ill.: National Council of Teachers of English, 1970. [ED 072 465; 132p. Also available from NCTE. Stock No. 04024, $2.50 nonmembers, $2.25 members].

This collection of articles contains the results of the 1969 examination of the behavioral objectives movement in English instruction by the National Council of Teachers of English Commission on the English Curriculum. It points out that although some major benefits may eventually arise from the writing of English behavioral objectives, "the process bristles with problems in semantics, philosophy, psychology, measurement, and pedagogy," and "there are real dangers to the English curriculum possible within the behavioral objectives movement" if it fails to accommodate "the humanistic aims which have been traditionally valued in English."

Meade, Richard, and others. "Behavioral Objectives in English." Virginia English Bulletin 20(Winter 1970): 3-27. [ED 073 465; 40p.].

This edition is devoted primarily to a pro and con discussion about behavioral objectives and the teaching of English. The articles include "Behavioral Objectives for English?" "The Affective Fallacy: More on Behavioral Objectives and the Teaching of English," "Backlash or Backwash?" and "Accountability for Achievement in English."

Nadig, Henry D., Jr. "Some Behavioral Objectives for Teachers." English Journal 63(March 1974): 53-56.

Criticizes the behavioral objectives movement in English for the questionable assumption that there is a "body of English" which exists independently of teacher-student interaction and the student's own growth.

Olson, Patricia. "The Relevance of Behavioral Objectives for English." M.A. Thesis, University of Minnesota, 1973. [ED 088 068; 92p.].

Attempts to present rationally both sides of the behavioral objectives controversy in English, explores some of the philosophical implications, and discusses a suitable pedagogical compromise.

Pooley, Robert C., and Golub, Lester S. Concepts and Objectives for Learning the Structure of English in Grades 7, 8, and 9. Report from the Project on Individually Guided Instruction in English Language, Composition, and Literature. Madison: University of Wisconsin, Research and Development Center for Cognitive Learning, 1969. [ED 038 421; 28p.].

Emphasizes the behavioral and social aspects of language as a foundation for instruction. Sixteen concepts for learning the structure of English in grades 7-9 are outlined in an attempt to set down in logical order the basic concepts involved in understanding the English language.

Popham, W. James. "The Instructional Objectives Exchange: New Support for Criterion-Referenced Instruction." Phi Delta Kappan 52(November 1970): 174-75. [EJ 027 822].

Describes the Instructional Objectives Exchange (IOX) and explains how it functions.

Purves, Alan C. "Of Behaviors, Objectives, and English." English Journal 59(September 1969): 793-97. [EJ 023 975].

Draws a distinction among behaviors, behaviorism, and behavioral objectives for English teachers involved in writing objectives and concludes with a brief discussion on the limitations of behavioral objectives.

Ratliff, Frank E. "Accountability: At What Cost?" English Journal 60(April 1971): 485-90. [EJ 037 871].

Examines some of the pressures on educators to adopt accountability and discusses some of the problems associated with accountability in English.

Reynolds, Jerry D. "Performance Contracting...Proceed with Caution." English Journal 60(January 1971): 102-06, 110. [EJ 033 390].

Examines a high school performance contracting-accountability reading project in an English language arts curriculum designed to improve student skills with teacher salaries scaled according to success.

Robinson, Bruce. "Behavioral Behaviors." English Journal 62(January 1973): 120-25. [EJ 074 129].

Discusses some of the behavioral goals English teachers should work toward in developing classroom communication.

Samples, Robert. "Accountability or Aquarius?" Media and Methods 9(September 1972): 28-31, 42. [EJ 064 502].

Discusses behavioral objectives and educational accountability, arguing that accountability leads to biased practices which limit the options, the content, and eventually the results of group learning activities. (See also Warshaw.)

Secondary Schools Curriculum Guide: English Grades 7-12, Levels 1-14. Cranston, R.I.: Cranston School Department, 1972. [ED 079 768; 75p.].

Produced by a staff of teachers working on curriculum teams for Project PACESETTER, this secondary school English curriculum guide organizes materials into behavioral objectives which include two major components: the objective statement which specifies the behavioral variables, and activities which outline what the student should do to attain the objectives. Each of the curriculum areas is divided into major topics or levels, beginning with a level objective followed by numbered objectives subordinate to it.

Thompson, Veronica V. "A Study to Determine the Relationship between English Teachers' Knowledge of and Their Attitudes toward Behavioral Objectives." Ph.D. Dissertation, University of Pittsburgh, 1972. [ED 079 724; 90p.].

Four conclusions were drawn from this study: no statistically significant relationship existed between the teachers' knowledge of attitudes toward behavioral objectives; reading works by Bloom, Krathwohl, and Mager on behavioral objectives had no effect on attitudes toward these objectives; inservice education on behavioral objectives emphasized the cognitive domain and the construction format of behavioral objectives while excluding the affective domain; and English teachers who opposed behavioral objectives read more on this subject than those teachers who favored the objectives.

Venezky, Richard L. Testing in Reading: Assessment and Instructional Decision Making. Urbana, Ill.: National Council of Teachers of English, 1974. [CS 001 127; 32p. $0.95].

Designed to provide guidelines for testing in reading and suggestions for using the test results to improve instruction.

Warshaw, Miriam. "Accountability and Aquarius." Media and Methods 9(December 1972): 39-43. [EJ 069 215].

Defends educational accountability and behavioral objectives from the charges of Robert Samples (M and M, September 1972), listing behaviors which outstanding teachers and behavioral scientists use in common to facilitate learning. (Includes a reply by Samples.)

Worthen, Richard, and Cohen, Florence, eds. "Accountability English Style: Dialogue, A Two-way Street, the Cards on the Table." California English Journal 8(February 1972): 7-11. [ED 062 353; 5p.].

Concludes that it is the English teacher's responsibility to take an active role in clarifying for himself, his students, and his colleagues, what he is trying to do in the educational process, what conditions he needs in order to have a chance of success, and what means may be used to evaluate that success.

Zoellner, Robert. "Behavioral Objectives for English." College English 33(January 1972): 418-32. [EJ 048 316].

Written as a review-critique of On Writing Behavioral Objectives for English, Zoellner analyzes the contents in terms of S-R and S-R-R behavioral psychology, suggesting that the S-R-R model is more suitable for classroom purposes. He draws distinctions between scientific and emotional usage of language and argues that much of the most meaningful part of life consists of subtle and finely nuanced perceptions which, from a behavioral viewpoint, are factually

substantive but logically irreducible. Zoellner concludes with a word of praise for the guide and cautions English teachers on the matter of embracing behavioral objectives, less it result in the death of English as an academic discipline.

Zoellner, Robert. "Talk-Write: A Behavioral Pedagogy for Composition." College English 30(January 1969): 267-320. [EJ 001 136].

Argues that a truly behavioral classrom pedagogy aimed at the improvement of writing activity should incorporate certain fundamental principles of operant learning which are at variance with much current practice in composition courses. Although written for college teachers, this long article would also be worthwhile to high school English teachers.

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